# Super Speed Reading

Magnum SOFTWARE

Super Speed
Reading
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Reading
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GREEN PRACTICE
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BLUE MASTER
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21115 Devonshire St., Suite 337
Chatsworth, California 91311

Introduction
Blue Disk
1. Intro. to Speed Reading
2. First technique
3. Recording Progress
4. Timed Reading

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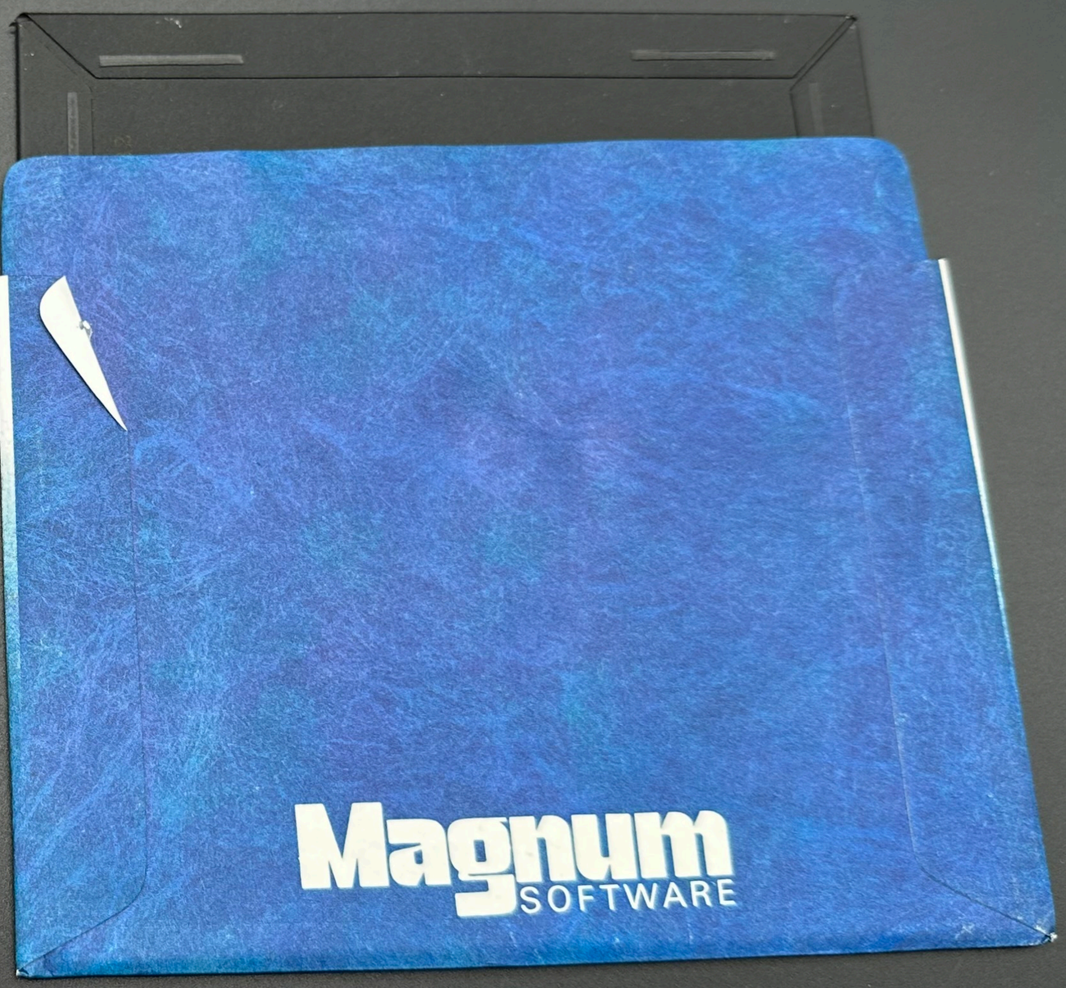
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## A Tribute

Usually "a program is a program is a program"—and the programmer has his name displayed in small type somewhere on it. However, there is always an exception—and Super Speed Reading is it.

How much of one? Well, over the course of its development, we had several accomplished programmers attempt to bring Ms Kovar's lessons and teaching techniques to life. But the intricacies defeated them all. Until we presented the problem to Art Carpet.

Art not only solved the beginning complications, but he added many, many useful programming ideas of his own. Art Carpet made the computer do things we thought were almost impossible. Without the need for added hardware of any kind, he brought upper and lower case to the screen—an instantaneous choice of three totally different type styles—an on-screen clock—and provided accurate speeds up to many thousands of words per minute. And all within the 48 K of the most popular Apples.

As valuable as Super Speed Reading is to anyone interested in improving his or her reading speed, it could not have seen the light of day without Art. That's why Magnum Software takes this moment of your time, not to simply tell you the name of the programmer, but to publicly tip its hat to the programming genius of Art Carpet.

# Preface

## The History of Speed Reading

Throughout history certain people have always been able to read extraordinarily fast. This ability was usually looked upon as an inborn talent, like playing the piano.

The fact that the ordinary person might be able to increase his normal reading rate didn't become apparent until World War II. The armed forces wanted the troops to be able to instantly recognize whether a high flying, superfast airplane was ours or the enemy's. Proper recognition could prevent shooting down our own planes. To accomplish this, they used a device called a tachistoscope. The tachistoscope could flash silhouettes of various airplanes on a movie screen at speeds from 1 second to 1/500th of a second. The experiment was successful. It was discovered that, with practice, almost any serviceman could be trained to correctly identify an airplane flying at extremely high speeds.

(We have incorporated this idea in the section called FLASH PRACTICE. There are hundreds of words and phrases which you can have flash by at rates to 10,000 words per minute. This program is on the GREEN disk. If you wish to preview its action, boot up the BLUE disk, ask for JUST BROWSING and follow the on screen instructions.)

After the war, reading experts started experimenting with the tachistoscope as a technique to increase reading speeds. Since that time the methods have been vastly improved.

Super Speed Reading combines the best of these methods and has made them compatible with the computer. In fact, by making full use of the computer's capabilities, it has made it easier to teach and to master the skills of super speed reading. Thanks to today's computer almost anyone may now learn to increase his reading speed 2 to 10 times in the comfort of his own home and at his own pace.

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# The Program

## Hardware Needs

Super Speed Reading operates on any 48 K Apple II, II+, or IIe with Applesoft in ROM, or in the language card. On IIe put CAPS key down in lock position.

It requires DOS 3.3 and only one disk drive. ( While it uses 2 disks, the program is very efficient so there is very little disk swapping required.)

## The Program Items

The Super Speed Reading course consists of 3 items:

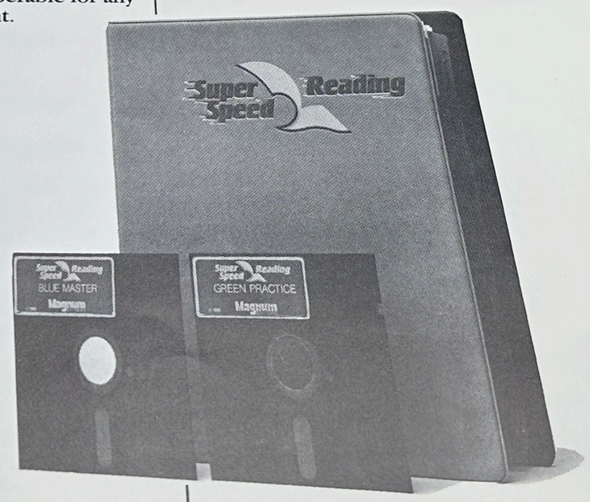
1. The instruction book.
2. The BLUE Master Disk which teaches/explains the techniques.
3. The GREEN Practice/Chart Disk. This contains 120 pages of practice text, and a special Flash Practice section. It is also where you may record your practice sessions and see them listed on a graph.

## Back Up Copies

*The GREEN disk. You may make a back up copy of the Practice/Chart Disk by using the Copy program supplied with your computer, or with almost any other copy program. We recommend this be done without delay.*

*The BLUE disk. If you wish a back up copy of this Master teaching disk, please mail in your Registration Card and enclose $12.00. We regret we cannot honor orders unless a Registration Card is included.*

*If, within 60 days, your original BLUE Master Disk becomes inoperable for any reason, return it to us with your sales receipt for Free replacement.*




*Apple II, II+, IIe are trademarks of Apple Computer, Inc.

# The Impatient User's Guide

To avoid confusion and aggravation, different colors are used to identify the programs. The BLUE disk is the Master Teaching program which you will use most of the time. The GREEN disk is for keeping records of your progress and for practice reading.

To begin the program, simply insert the BLUE disk (label side up) in your drive, turn on the computer and follow the on-screen directions.

## Not quite so impatient?

Then you'll appreciate knowing the following.

All of the program material used in the teaching areas is automatically displayed in upper and lower case characters. No additional hardware is called for.

For your convenience, and ease of reading, you may select from 3 styles of lettering: regular, **medium** or **bold.** You may also change from one lettering style to another. No additional hardware is needed for this feature.

There are no complicated commands to follow or remember. For example, when there is a choice to be made, you will be asked to simply press a Number or a Letter key.

The other commands (to return to the Menu, to repeat an example, to continue etc.) are one-key commands. They usually are displayed at the bottom of the screen. At other times you may be required to press the RETURN key or the SPACE BAR.

About the only times you will have to press more than a single key are when you enter your name or when you indicate the number of words per minute (from 100 to 3000) you want to use.

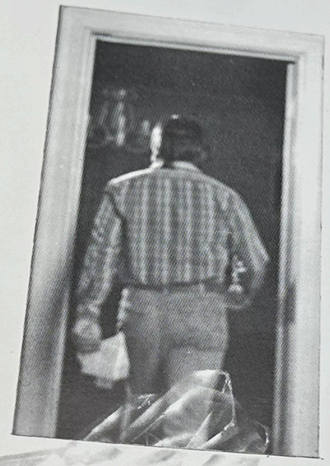
Always READ THE SCREEN for your commands.

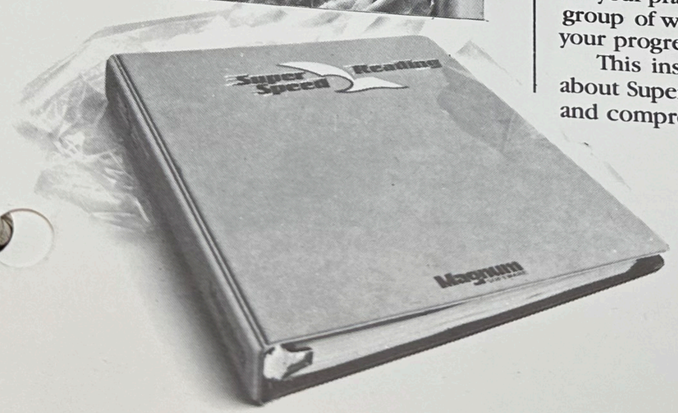
The RESET key. It may be pressed at any time (except when the disk drive light is on) without harming the program. You may use it as a handy short-cut for leaving the page you're on and returning to the Menu.

The program can automatically record your practice periods, figure your reading speeds and keep your progress charts.

The GREEN Disk provides you with an on-screen timer, and a metronome sound for your practice sessions. It also includes 120 screen-pages of story text... a special group of words and phrases for FLASH PRACTICE ... and will even make a graph of your progress.

This instruction manual, besides giving detailed and interesting information about Super Speed Reading, also includes pages of special text for practice reading and comprehension testing.





# The Blue Disk

*It's so simple to use you can even let the children go it alone.*

## How to start

No problem here. Simply put the BLUE disk into your drive and turn on your computer. If you have a IIe remember to put the CAPS key in the lock position.

The first thing you'll see is the title of the program. Press any key and you are underway.

The text on the screen will now ask you to type in your name. The program isn't merely being friendly. This information will be needed so it'll know who is using the program, the speed it should run at, whose records it is keeping and other nifty things. In order for the program to keep accurate records and to operate at your personal level of progress, always use the same name.

The name you enter can be no more than 6 letters long. So, if your name is Jonathon, for example, you might just use Jon. After you type in your name press the RETURN key.

Next, you're asked to make a choice. The screen will look like this:

A > NEW USER
B > BROWSING
C > CURRENT USER
SELECT <A-C>

This is fairly self-explanatory. You simply type in your choice of A, B, or C. However, so you'll know what each choice means, let's spend a moment reviewing them.

A> NEW USER. This selection is made when you are ready to begin learning how to speed read. When you type in "A" it will automatically go to the proper place on the Contents page. Read the information, select a letter style, then press the SPACE BAR to proceed.

B> BROWSING. This means what it says. It allows you to go through the program—looking at this section or that—taking a peek here or there. Since it won't let you fool around like this unless you have established a reading speed, we let you enter a "fake" or "temporary " reading speed by asking you:

BROWSING SPEED? (100-3000 WPM)

How quickly you can go through certain parts of various sections depends upon the speed picked. Type in a high number if you wish to browse at a faster clip.

C> CURRENT USER. You make this selection if you have been working with the program. And, if you have your test results and name already listed on the GREEN PRACTICE disk. This is the choice you will make 99% of the time, until you have completed the course.

# Section 1

*Here's where you start on the road to successful Super Speed Reading.*

## Introduction

This section graphically demonstrates the differences between slow and fast reading.

And, very importantly, it is here that each New User takes a personal reading test. The purpose of the test is to determine your current reading speed.

This test must be taken, and recorded (per the instructions given on the screen) in order that...

a. ... other important sections of the program will be able to work properly. (Certain areas frequently refer to your starting speed when running examples.)

b. ... a record will be established for you, so you will be able to use the 120 pages of practice text on the GREEN disk.

c. ... the program can keep up to date records of your normal book reading, and any practice reading you do on the computer itself.

d. ... the Graphic Progress section will be able to create your bar charts, and thus display your progress over a period of time.

**Re-taking the Reading Test**

If you are disturbed or interrupted while taking the test, your reading speed will not be accurate. Under those circumstances **do not enter it on the GREEN DISK.** Just press the "R" key to retake the test. Or, press the RESET key to return to the Menu, and begin again.

> *Even though the directions will be given on the screen, let us reiterate this point. When you take the reading test, each page of the story will stay on the screen until you press the SPACE BAR. So, remember, in order to display the next page, press the SPACE BAR the moment you finish reading a page, and also at the end of the test.*

(After you've taken the reading test, the program will show you where your current speed places you in relation to other people. For example, it'll indicate whether you are an average reader... or perhaps read at the university or executive level. This "placement" gives general guidance only.)

At the end of Section 1, you will be asked to confirm the name you want your test results to be listed under. Once you have done that, you will remove the BLUE disk, and insert the GREEN disk. (Which is where your permanent records are stored.)

The screen will then prompt you about how to return to the reading program. Yes, you'll have to replace the GREEN disk with the BLUE disk. But, there's very little switching necessary overall, so bear with it this once.

Now that you have your speed recorded you will, in the future, select CURRENT USER whenever you use the program.

# Section 2

*The Pacer is a friend which will lead you to success.*

## New Techniques

After you've completed the first section, and recorded your beginning speed, the fun of learning the hows and whys of reading fast can get underway.

In general, this section explains and demonstrates why you are trapped into reading slowly. It then teaches you how to exchange those old habits for new ones which can have you reading faster, almost immediately!

This chapter is almost totally self-explanatory, so very little needs to be repeated here. However, (you knew there'd be a "however" didn't you?) we might mention just a few things that could be helpful.

The word FIXATE refers to concentrating on a single word and reading it to yourself before you go on to the next word. (This becomes a "no, no" to the speed reader.)

You will have the opportunity to repeat various examples. It's suggested you do repeat them at least once. Repetition helps understanding.

## The Pacer

The concept of a PACER is introduced for the first time. The PACER is an

[redacted]

However, and this is worth repeating: you MUST use a pacer throughout the entire learning process. And, to achieve reasonable success...

**YOU MUST PRACTICE with the GREEN DISK AND ITS PACERS...**

... and use a PACER in all your non-computer reading. If you disregard this rule your success will be limited at best.

So, please pay close attention to the PACER explanation in this section, and experiment to make sure you are using it properly.

## Practice Secrets

To master a new skill like speed reading, you will have to do a lot of practicing. If you do it the right way, you'll get far more out of it and achieve success with a lot less effort.

As the program points out, the books you use for your non-computer practice should be simpler than the books you normally read. Light novels, like action-adventure, or young romances, are very good for this purpose. *To give you an example of the type of material suggested, there are several pages of sample story text included at the end of this section.*

# Section 2

*The Pacer is a friend which will lead you to success.*

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You will have the opportu... ...various examples. It's suggested you do repeat them at least once. ... ...ps understanding.

## The Pacer

Th... ...is introduced for the first time. The PACER is an ... ...s called a Pacer because, as we're sure you've managed ... ...e yourself. We seriously question whether you can learn to ... ...out it.
... through the program, you will be exposed to many examples of ... ...ead with the help of the PACER. And, you will discover different kinds ...hods of pacing.
However, and this is worth repeating: you MUST use a pacer throughout the entire learning process. And, to achieve reasonable success...

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**...** and use a PACER in all your non-computer reading. If you disregard this rule your success will be limited at best.
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# Section 3

*Keeping track of your progress on the computer and in your daily reading will boost your confidence.*

## Recording your progress

Once you have completed the prior sections of the program, you should understand the basic methods of speed reading. If you have followed the Pacer practicing you should also be familiar with its use and are ready to move ahead in earnest.

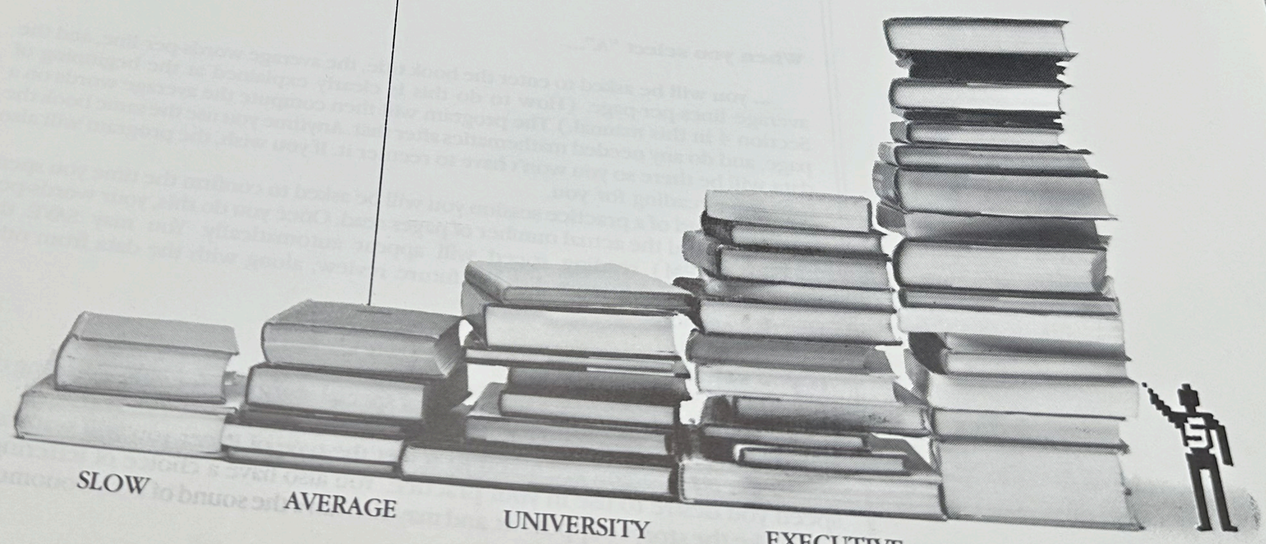
We take a pause at this point to briefly discuss where, how and why you will keep records of your practice and progress. Complete information about the contents of the GREEN disk is covered later in the manual.

**"You can't tell where you are, unless you know where you started from."**

In other words, you can't know how much you've progressed unless you have a historical record you can refer to. Seeing your scores over a period of weeks—comparing your speeds on different kinds of books—will give you confidence and will be visible proof of your accomplishment. Such records can also help identify weaknesses and indicate whether you should devote more time to practicing, or perhaps repeat certain chapters before moving on to more advanced work.

In addition, other sections of the program utilize your latest reading speed, as recorded on your personal chart, to present various lessons at the correct speed. From this point on, you should make every effort to keep records of all your daily practice sessions.

All of your records, what books you are reading, how often you practice, and the speeds achieved, will be kept on the GREEN disk.

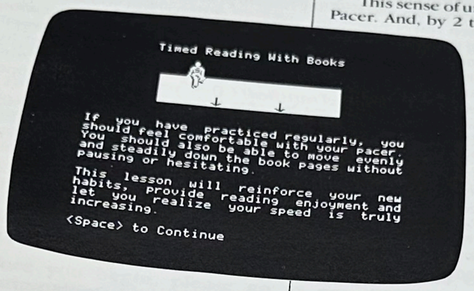


# Section 4

## Timed Reading with books

One of the keys to reading rapidly is to constantly push yourself... to read with a sense of urgency that won't permit you to slow down, daydream or loaf through your material.

This sense of urgency is created and maintained by several aids: the all-important Pacer. And, by 2 timing devices: an ordinary kitchen timer, and a metronome.


Timed Reading With Books
If you have practiced regularly, you should feel comfortable with your pacer. You should also be able to move evenly and steadily down the book pages without pausing or hesitating.
This lesson will reinforce your new habits, provide reading enjoyment and let you realize your speed is truly increasing.
<Space> to Continue

You use the Pacer, naturally, to push or pull your eyes smoothly and evenly down the pages you're reading. When you set the kitchen timer it means you've mentally committed yourself to cover so much material in a specified time. And the metronome (a clicking device used by musicians to keep time) provides a background sound which helps you pace yourself and keep your reading rhythm.

All of these aids are friendly and passive—even though they sort of "nag" you to keep pushing yourself! While you can use your own kitchen timer and metronome, it's not necessary. Because the program will provide them for you! On the GREEN disk, when you practice, you can choose to have the time displayed second by second. And, you can also choose to have the computer metronome tick away at the speed you wish. You'll find having these devices available on the practice screen is a great help. So use them.

When you want the computer to do it all for you, just go to the GREEN disk as described before. You select A) BOOK PRACTICE. When the screen changes, select 1) START NEW PRACTICE SESSION. At that moment you will be asked to enter some things and select others. For example, the screen will display the following:

BOOK TITLE:_____
AVERAGE # WORDS PER LINE _____
AVERAGE # LINES PER PAGE _____
CLOCK? Y/N
HOW MANY MINUTES DO YOU WISH TO READ? _____
METRONOME? Y/N
SPEED WANTED (WPM)

**Let's explain what each means.**

The book title is the name of the book you're using for practice.

The average # words per line is easy to figure: count a full page of text from the book and divide by the number of lines on the page. That's the answer. For example: if a page has 320 words on it, and there are 16 lines, just divide 16 into 320. The answer, 20, is the average # of words per line.

To decide on the average # of lines per page, just pick a full page and count the lines. Enter that figure.

Next, if you select the clock, you are asked how many minutes you intend to read. If it's 5 minutes, just type in a 5. The clock will ring at the end of 5 minutes. (If you decide to stop before the time is up, there's no problem. The clock will display the actual time which has elapsed.)

Then, if you wish to have the sound of the metronome simply press Y.

SPEED WANTED asks you to enter how fast you expect to be reading. This controls the metronome. It causes it to tick each 2 lines, to provide a rhythm for your reading.

# Section 5

*Use the Pacer that works best for you: your finger, a pencil, a pen, perhaps a carrot!*

## Moving Faster

Up to now you've learned what makes super speed reading work. And, since you've followed the instructions and completed the lessons, your current reading speed has surely increased from your starting rate.

However, nobody wants to settle for one dollar if he can get a hundred. We all want more. So, there's little doubt you will want to read faster than you are doing right now. And that's what this chapter is about.

It carefully explains, shows graphic examples, and teaches you the next step to super speed reading—two-group reading, the step which can efficiently boost your speed quite a bit above where you are now.

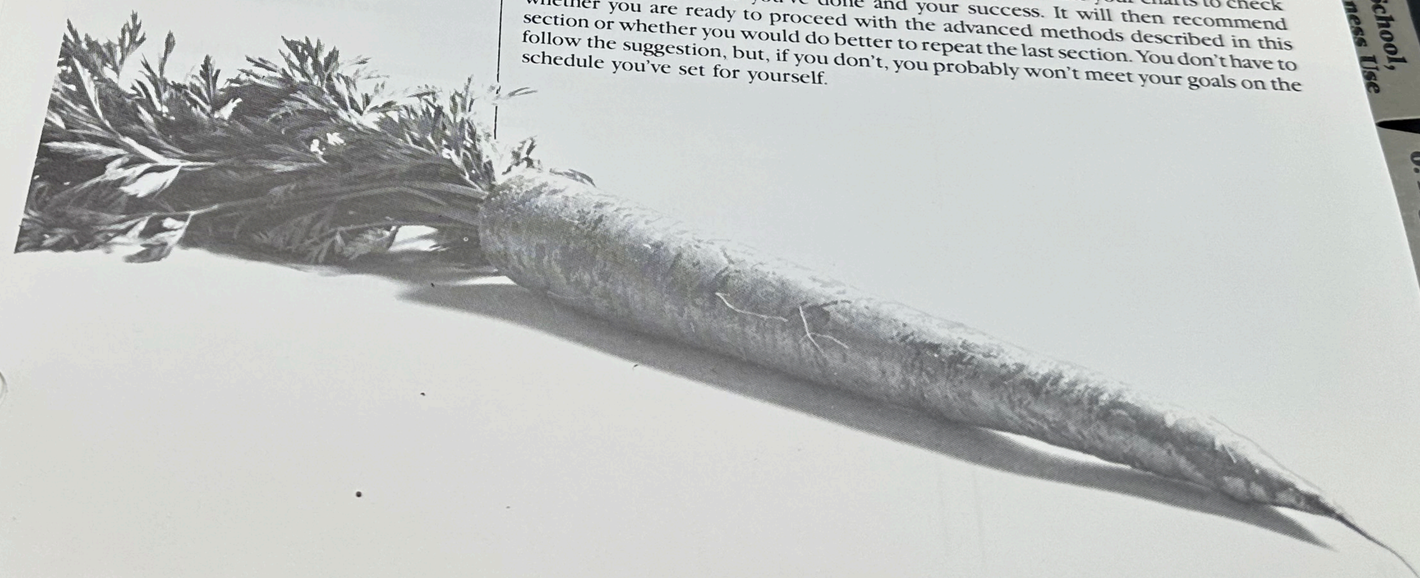
**You are also introduced to**

## Different Types of Pacers

Each Pacer is slightly different. But they all are for the same purpose—to have your eyes move swiftly and steadily down the page, so that you won't have time to daydream, move your lips, or say the words silently to yourself.

There is no Pacer which is perfect for everyone under all reading conditions. Some readers will find they are more comfortable (and thus can relax and read faster) with one style of Pacer than with another. The way to find out is to experiment—try them all and see how you do. When you decide which Pacer is for you—use it for a week or two. Then, go back and experiment again with the other types. Because, as your skills increase, your Pacer preference might also change.

The program, at this time, will also automatically examine your charts to check the amount of practice you've done and your success. It will then recommend whether you are ready to proceed with the advanced methods described in this section or whether you would do better to repeat the last section. You don't have to follow the suggestion, but, if you don't, you probably won't meet your goals on the schedule you've set for yourself.



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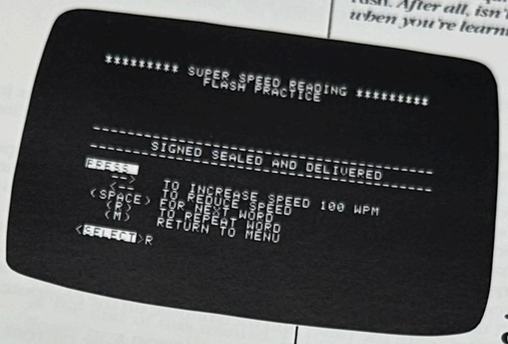
# Section 6




## Expansion for Super Speed

If you've completed the program lessons to this point, your word-group reading has probably tripled your reading speed—perhaps quadrupled it. If it hasn't, or if you're just not quite at ease with your new skills, don't let it worry you. There's no rush. *After all, isn't it worth taking a few more days or weeks to solidify your gains, when you're learning a new skill which you'll use for the rest of your life?* Your best approach, under these conditions, is to spend more time on the prior lessons—and more time practicing!—until your speed has improved and you feel at home with your new method of reading.

(Perhaps you need a reminder that you can become a very fast reader? Well, then, go to the GREEN disk, and try the FLASH PRACTICE. Have the words flash by at 1,000, 1,500, 4,000 wpm, or even a higher speed. You'll see you can read at these great speeds, and that should renew your enthusiasm immediately.)

If you have achieved satisfactory success, then it's time to move to...

## ... the next plateau of Super Speed Reading.

Believe it or not, you will now be taught how to read an entire line at once, rather than with 2 or 3 eye stops. Of course, to accomplish this will take more effort than you've exerted up to now. For example, you'll find out how to expand and widen your vision in your daily life and you'll be expected to practice. As you learn to widen your eye span—usually called your peripheral vision—viewing entire lines in one glance will become extremely easy.

Despite the fact that these new ideas are reasonable and rational, some readers will still find them psychologically difficult to accept at first. So, you're asked to figuratively put one toe into the water: to start working with newspaper columns. These are fairly narrow, but they are entire lines. By practicing with newspapers your brain will gradually accept the idea of full-line reading. Next, you will graduate to practicing with magazine columns—choosing magazines whose columns are wider than those in the paper. This way you'll gradually "sneak up" to accepting the idea of encompassing entire lines from your books.

When you're ready to go on to books you will still use a Pacer. However, your friendly cardboard pacer will be discarded, as it would be difficult to handle at very high speeds. (Though this type of Pacer still works extremely well when controlled by your computer.)

From now on, you will depend upon your finger or perhaps a pencil... though the way you use them will be different than demonstrated before.

Depending upon your own preference, the new Pacers will be used for "full strokes" or as a "flick". The program shows you visual examples of each operation, so it's enough to state that with the "full stroke" you run your pencil or finger down the edge of the page... while with the "flick" you have your hand placed so your forefinger is at the top right hand corner of the book page. Then you just bend it in a small arc ("flicking" it) as you start each page. With either method, you do not concentrate on the Pacer itself. Rather, you are barely conscious of it out of the

# Section 7

*There are specialized techniques for all your specialized reading needs.*

## School, Business & Computer Techniques

There's more to our reading life than the regular run of books, newspapers and magazines.

Most of us have specialized reading needs as well—for school, business or hobbies. Fortunately, the techniques you've learned and the skills you've acquired with Super Speed Reading can be adapted to these uses.

When we move on to these specialized reading areas two other important reading methods come into play. They are called:

**SCANNING**
**and**
**SKIMMING**

They are similar yet different. Since that statement sounds pretty confusing, let's define both terms.

**Scanning:** This is a technique to use when you are looking for very specific information. For example, if you want to find a particular name in your telephone book, a specific word in the dictionary, an individual command in a computer program, or perhaps a definite subject or name in a magazine article, you scan.

Under these conditions it certainly would not make sense to read and absorb pages of non-essential material when you might wish to find just a single word! That would only clutter your mind in addition to slowing down your search. So, instead of reading, you scan.

To utilize scanning, you first spend a few seconds preparing your mind for the task. In a way, you might say you're telling your brain, "Hey, let's not read... let's just look for this specific item!" To put it another way, you set your mind to look for the specific "trigger" word(s) which is your target. Then, you cover the material at a speed reading rate. You'll discover that, with only a little practice, the looked-for "trigger word(s)" will almost leap off the page at you.

**Skimming:** This is a short-cut technique. You use it when you want to quickly understand the basic content of the material, but are not interested in the writing style or the lesser points of information. In other words, you skim in order to get a solid overview of the material without the frills or superfluous details.

The secret to skimming is this: you do what is called "key word" reading. Here, as with scanning, you spend a few seconds giving orders to your brain. You set your mind to pick out only the important or significant words in the material. (You'll find these key-words are frequently the nouns and verbs.)

Words such as "the", "and", "when", and words used for style and description or to expand on the major points are totally ignored. With the proper mind-set and some practice you'll find your brain will almost magically obey your command to skim.

The beauty of the skimming technique is that it will give you about 70% of your usual comprehension rate in an extraordinarily short time. And 70% is enough so you can understand the basic ideas presented in the material, and sufficient to let you decide if you wish to read it completely.

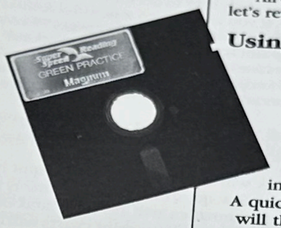
Now, let's examine each of these specialty areas of reading.

# Section 8

## Practice Texts & Charts

It's not truly descriptive to just say the GREEN Disk has practice texts and charts. That's a bit like saying the Grand Canyon has rocks and trees. Actually, there's a lot more to it.

All of the features on the disk were not listed on the Menu because of space. So, let's review them step by step.

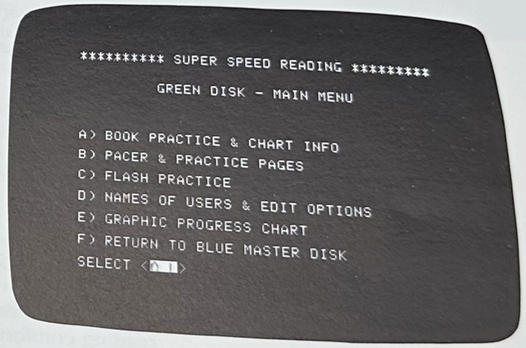



### Using the GREEN.

In order to use the GREEN disk, you must first and always start out by turning on the computer and inserting the BLUE disk. At that point you enter your name and select either CURRENT USER or BROWSING (NEW USER won't work.). If you choose BROWSING, you then need to select a browsing speed, which brings you to the Main Menu where you select #8. Next you are asked to insert the GREEN disk, which then will display its Menu. A quicker method is to choose CURRENT USER (providing you are one!) You will then be asked to insert the GREEN disk. When that happens you will see the GREEN disk contents page or Menus and are ready to start.

**The Green Main Menu**

Here you see 6 possible selections, as follows:


********** SUPER SPEED READING **********
GREEN DISK - MAIN MENU
A) BOOK PRACTICE & CHART INFO
B) PACER & PRACTICE PAGES
C) FLASH PRACTICE
D) NAMES OF USERS & EDIT OPTIONS
E) GRAPHIC PROGRESS CHART
F) RETURN TO BLUE MASTER DISK
SELECT <A-F>

**Let's examine them in sequence.**

A> BOOK PRACTICE & CHART INFO

This area is for use when you are reading your own books. Briefly, it makes your practicing much easier and it keeps a record of the books you have used in your practice sessions and tells you how fast you are curently reading.

When you choose this particular option, you go to a special menu where your name, your starting and latest reading speeds are displayed. You may then decide to

## Comprehension—an explanation

Briefly, comprehension means the ability to understand. And no one would deny that reading, at any speed, would be wasteful and less than useless if it did not include comprehension. In fact, it would be more like "looking" than reading.

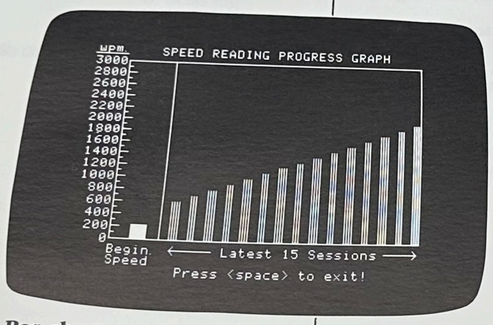
The comprehension you achieve from your reading depends on certain basics.

1. **Vocabulary.** You must have a working knowledge of the vocabulary used in the material you read. For example, if you know nothing about Chemistry and attempt to read a book or article on the subject, you won't comprehend much because it uses words and terms which are specific to Chemistry. Your position would be similar to trying to read a text written in Latin, when you know nothing about the language.

   By the same token, if you are fairly well read with a good, general vocabulary base you will have little problem reading and comprehending almost any general materials.

2. **Spelling.** The better you spell, the faster you can read and comprehend, as you won't be side tracked, wondering "what does that word mean?"

3. **Reading speed.** This may come as a surprise, but how fast you read has an important impact upon your degree of comprehension. Think about it for a moment and you'll see that slow reading creates many barriers to understanding. You tend to day dream, your attention wanders, you become distracted. As a result, you forget what you've read before you have time to connect the ideas and thoughts, and your comprehension of the material ends up minimal.




**Bar charts automatically keep track of your progress.**

If your comprehension has been 60% (or 70%, 80% etc.) with your old way of reading, you can certainly look for improvement once you're an accomplished super speed reader. However, to increase it dramatically, look to the points above and take any action necessary.

## Speed = Understanding

You're in for a marvelous experience as a super speed reader. Things will happen that seem almost miraculous. First, of course, you'll cover your reading materials in far less time. Second, you'll have better comprehension than you had at your old, slower speeds. Why? Glad you asked.

You see, when you read fast you turn off all outside interference and you become completely absorbed. Fast reading also fuses the meaning of words together—so the ideas behind the words become more vivid. In truth, your reading becomes almost as "visual" (in your mind) as television, with far greater emotional impact than ever experienced by a slow reader.

As a result, your comprehension is more complete and your retention is greater. What more could you ask for?!

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very deeply it usually bleeds. And she had never forgotten that if you drink much from a bottle marked "poison," it is almost certain to disagree with you, sooner or later.

However, this bottle was not marked "poison," so Alice ventured to taste it, and finding it very nice (it had, in fact, a sort of mixed flavor of cherry pie, custard, pineapple, roast turkey, and hot buttered toast), she very soon finished it off.

"What a curious feeling!" said Alice, "I must be shutting up like a telescope."

And so it was indeed. She was now only ten inches high, and her face brightened up at the thought that she was now the right size for going through the little door into that lovely garden. First, however, she waited for a few minutes to see if she was going to shrink any further. She felt a little nervous about this, "for it might end, you know," said Alice to herself, "in my going out altogether like a candle. I wonder what I should be like then?" And she tried to fancy what the flame of a candle looks like after the candle is blown out, for she could not remember ever having seen such a thing.

After a while, finding that nothing more happened, she decided on going into the garden at once. But alas for poor Alice, when she got to the door, she found she had forgotten the little golden key. And when she went back to the table for it, she found she could not possibly reach it. She could see it quite plainly through the glass, and she tried her best to climb up one of the legs of the table. But it was too slippery, and when she had tired herself out with trying, the poor little thing sat down and cried.

"Come, there's no use in crying like that!" said Alice to herself, rather sharply. "I advise you to stop that this minute!" She generally gave herself very good advice (though she very seldom followed it), and sometimes she scolded herself so severely as to make herself cry. And once she remembered trying to box her own ears for having cheated herself in a game

of croquet she was playing against herself—for this curious child was very fond of pretending to be two people. "But it's no use now," thought poor Alice, "to pretend to be two people! Why there's hardly enough of me left to make one respectable person!"

Soon her eye fell on a little glass box that was lying under the table. She opened it, and found in it a very small cake, on which the words, "EAT ME" were beautifully marked in icing. "Well, I'll eat it," said Alice, "and if it makes me grow larger, I can get the key. And if it makes me grow smaller, I can creep under the door. So either way I'll get into the garden, and I don't care which happens."

She ate a little bit, and said anxiously to herself, "Which way? Which way?" holding her hand on the top of her head to feel which way it was growing. She was quite surprised to find that she remained the same size. To be sure, this is what generally happens when one eats cake. But Alice had got so much into the way of expecting nothing but out-of-the-way things to happen, that it seemed quite dull and stupid for life to go on in the common way.

So she set to work, and very soon finished off the cake.

## Chapter 2

"Curiouser and curiouser!" cried Alice (she was so surprised that for the moment she quite forgot how to sp good English). "Now I'm opening out like the telescope that ever was! Good-by, feet" (for when down at her feet they seemed to be almost out were getting so far off). "Oh my poor little fee will put on your shoes and stockings for sure I shan't be able! I shall be a great de myself about you. You must manage must be kind to them," thought

doors or set foot to the ground. On the other hand, there were the fox terriers, a score of them at least, who yelped fearful promises at Toots and Isabel when they looked out the windows at them.

But Buck was neither a house dog nor a kennel dog. The whole estate was his. He plunged into the swimming tank or went hunting with the Judge's sons. He escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning walks. On winter nights he lay at the Judge's feet before the roaring library fire. He carried the Judge's grandsons on his back, or rolled them in the grass. And he guarded their footsteps through wild adventures down to the fountain in the stable yard, and even beyond to the berry patches. Among the terriers he stalked like a king, and Toots and Isabel he ignored, for he was king—king over all the creeping, crawling, flying things of Judge Miller's place, humans included.

His father, Elmo, a huge St. Bernard, had been the Judge's inseparable companion. And Buck was following in the way of his father. He was not quite as large—he weighed only one hundred and forty pounds—as his mother, Shep, had been a Scotch shepherd dog. Nevertheless, one hundred and forty pounds, to which was added the dignity that comes from good living and universal respect, enabled him to carry himself in royal fashion. During the four years since his puppyhood he had lived the life of a pampered aristocrat. He had a fine pride in himself, and was a trifle egotistical, as country gentlemen become because of their way of living. But he had saved himself by not becoming a mere house dog. Hunting and other outdoor delights had kept down the fat and hardened his muscles. And to him the love of water had been a tonic and health preserver.

And this was the kind of dog Buck was in the fall of 1897, when the Klondike strike dragged men from all the world into the frozen North. But Buck did not read the newspapers, and

he did not know that Manuel, one of the gardener's helpers, was an undesirable person. Manuel had one major vice. He loved to play Chance lottery. Also, in his gambling, he had one major weakness. Faith in a system, and this made his damnation certain. For to play a system requires money, while the wages of a gardener's helper do not nearly go past the needs of a wife and numerous children.

The Judge was at a meeting of the Raisin Growers' Association, and the boys were busy organizing an athletic club, on the memorable night of Manuel's treachery. No one saw him and Buck go off through the orchard on what Buck imagined was merely a stroll. And with the exception of a solitary man, no one saw them arrive at the late flag station known as College Park. This man talked with Manuel, and money chinked between them.

"You might wrap up the goods before you deliver 'em," the stranger said gruffly, and Manuel doubled up a piece of stout rope around Buck's neck under the collar.

"Twist it, an' you'll choke 'em plenty," said Manuel, and the stranger grunted in understanding.

Buck had accepted the rope with quiet dignity. To be sure, it was an unusual performance, but he had learned to trust the men he knew and to give them credit for wisdom that outreached his own. But when the ends of the rope were placed in the stranger's hands, he growled menacingly. He had merely indicated his displeasure, believing that to indicate was the same as to command. But to his surprise the rope tightened around his neck, shutting off his breath. In quick rage he sprang at the man, who met him halfway, grappled him close by the throat, and with a quick twist threw Buck over on his back. Then the rope tightened mercilessly, while Buck struggled in a fury, his tongue hanging out of his mouth and his great chest panting futilely. Never in all his life had he been so vilely treated, and never in all his life had he been so angry. But his